

## **Making Every Bite Count**

### **Making Every Bite Count Class Details**

**This session is dedicated to practical application of the information addressed in the first four sessions.**

**Because of the heavy content of Session 4 there was insufficient time for a practical application activity. Therefore Session 5 begins with such an activity.**

#### **Session 5                      Making Every Bite Count in Your Program**

**Topic:**                      **Implementation Successes**

**Time:**                      **9:00 – 9:15**

**Time Allotted:**        15 minutes

**Materials:**              Action Plan Evaluation Form

#### **Activity:**

- 1) Complete evaluation form
- 2) Discuss successes and challenges.

## Making Every Bite Count

**Topic:** Practical Application of MEBC Session 4 Objectives

**Time:** 9:15 – 10:30

**Time Allotted:** 75 minutes

**Materials:** One week's menus with nutrient analysis from Nutrikids; Nutrikids software; Meal patterns for NSLP and CACFP

**Activity:** Applying MEBC concepts to menu modification

1. Divide into groups according to birthday months
2. Name groups
3. Distribute menus.
4. Explain the activity to participants:
  - a. Modify the menus to conform to the Dietary Guidelines and the Food Guide Pyramid.
5. Brainstorm goals:
  - a. # servings breads/grains
  - b. Carbohydrate
  - c. Fiber
  - d. Total fat
  - e. Saturated fat
  - f. Sodium
  - g. Sugar
  - h. Calcium
6. Assign a set of nutrients to each group
  - a. Group 1: Breads/grains
  - b. Group 2: Fruits/vegetables
  - c. Group 3: Total fat / saturated fat
  - d. Group 4: Sodium
  - e. Group 5: Carbohydrates/fiber/sugar
7. Have the groups modify the menu to meet requirements for the specific nutrient (~20 min ??)
8. Bring the groups together to share modifications made
9. Have participants return to groups to modify the menu again, this time addressing all of the nutrients (~30 minutes ???)
10. Discuss the challenges involved in addressing all of the nutrients.

**This session is followed by a 15 minute break.**

## Making Every Bite Count

**Topic:** Improving the Nutrition Environment

**Time:** 10:45 – 11:15

**Time Allotted:** 30 minutes

**Resources:** *Changing the Scene Action Kit*, USDA  
*Fit, Healthy and Ready to Learn, Policies to Encourage Healthy Eating*, NASBE  
*Supporting Students or Selling Access?* ASCD

**PowerPoint slides:** 139 - 149

### Presentation/Discussion:

- 1) Discuss the concept of the Nutrition Environment
- 2) Mention that USDA's Changing the Scene initiative was designed for schools but the concepts apply to child care settings as well
- 3) Brainstorm the nutrition environment in participant's programs:
  - a) Which areas need improvement?
    - i) Is food used for reward/punishment?
    - ii) Do children have access to junk food?
    - iii) Are there soda machines?
    - iv) Do children bring junk food from home?
    - v) Food at sporting events?
    - vi) Candy sales?
- 4) Write info on flip charts.
- 5) Share key definitions of success in establishing a healthy nutrition environment:
  - a) Nutrition education and physical fitness are included in the educational program from pre-K through 12
  - b) Administrators support the development of healthy lifestyles for students and establish and enforce policies that improve the nutrition environment. They address issues such as:
    - i) Kinds of food available on the school campus
    - ii) Mealtime schedules
    - iii) Dining space and atmosphere
    - iv) Nutrition education
    - v) Physical activity.
  - c) Staff, students and parents are part of the policy making process and support a healthy school environment
  - d) Foodservice staff are part of the education team and participate in making decisions and policies that affect the school nutrition environment.
  - e) The school has a health council to address nutrition and physical activity issues.
- 6) Have participants decide on one area they plan to work on to change the nutrition environment in their program.

## Making Every Bite Count

**Topic:** Target Your Market

**Time:** 11:15 – 11:35

**Time Allotted:** 20 minutes

**Resources:** *Target Your Market*, ASFSA

**PowerPoint Slides:** 150 - 157

### Presentation

1. Overview of marketing.
2. Importance of marketing
  - a. Relationship of marketing to what we've been talking about in MEBC
3. Marketing characteristics
  - a. Continuous
  - b. Communication
  - c. Concise
4. Key marketing features
  - a. Merchandising
  - b. Promotion
  - c. Public Relations
  - d. Advertising
5. Discuss target audiences
6. Discuss concept of determining what it is you want the target audience to do
7. Positive aspects of the program
  - a. To be able to promote the program, you have to determine what's good about it.
  - b. What does the program have to offer?
  - c. Why should students use the program?

## Making Every Bite Count

<b>Topic:</b>	<b>Applying Marketing Concepts</b>
<b>Time:</b>	<b>11:35 – 11:55</b>
<b>Time Allotted:</b>	20 minutes
<b>Materials:</b>	<i>Self Assessment Standards</i> , Target Your Market, ASFSA
<b>Activity:</b>	Establishing goals, identifying target audiences, positive aspects of programs

1. Discuss marketing goal as applied to MEBC
  - a. Brainstorm how to bring the MEBC and Changing the Scene back to program environments
  - b. What do they want / need to change to be successful?
    - i. Does the menu need to change?
    - ii. Do they need to work with the school admin to change what is being sold in soda machines?
    - iii. Do teachers use food for reward / punishment OR
    - iv. Is increasing participation the major need?
2. Have each group develop a list of target audiences
3. Share target audiences with the group
  - a. As participants share write audiences on board
  - b. Place a star next to each audience as it is mentioned
4. Positive program aspects
  - a. Distribute Self Assessment Standards to help participants think about the positive and negative aspects of their programs. Tell participants not to complete the assessment at this time, but to use it to help them consider the positive and negative program features.
  - b. Working individually, have participants list the 5 best things about their programs
  - c. Share
  - d. Explain that marketing campaigns need to be based on promoting these good program features.
5. For continued program success, we must also face what we don't do well and fix it.
  - a. Have participants list the 5 worst things about their programs
  - b. Share
  - c. Discuss that they need to work on fixing these negatives as they will always interfere with program success

**This session is followed by a one hour lunch break.**

## Making Every Bite Count

**Topic:** Communicating for Success

**Purpose:** To give participants experience in sharing messages.

**Time:** 12:55 - 1:15

**Time Allotted:** 20 minutes

**PowerPoint Slides:** 158 - 161

### Activity & Discussion:

- 1) Divide participants into pairs. Try to pair people who do not know each other.
- 2) Spread pairs around the room.
- 3) Have one person in the pair take one minute to describe his/her program.
- 4) After one minute, have the second person repeat back what they learned. The first person may correct any misconceptions.
- 5) Repeat with the second person describing his/her program.
- 6) Discuss: what did they learn?
  - a) Was it frustrating to be limited to such a short time to describe your program?
  - b) Because of the time limitation they probably focused on the most important things about their program?
  - c) Was your message heard?
  - d) If not, why not? What mistake did you make in describing your program?
- 7) Key aspects of communication:
  - a) Discuss definition of communication.
  - b) People spend 45% of communication from listening; 30% speaking and just 25% reading and writing.
  - c) Communication must include listening – must be 2 way street to be effective. It is only by listening that you really know your customers and their needs and wants.
  - d) How do we communicate today? Brainstorm; make list on flip chart
    - i) Include: written, tv, radio, newspaper, email, letters home, how we dress, how we speak, etc. etc.
- 8) Wrap-Up – we'll pull all of these concepts together when we develop our marketing campaigns.

## **Making Every Bite Count**

**Topic:**                    **Developing a Plan**

**Time:**                    **1:15 – 2:15**

**Time Allotted:**        **60 minutes**

**PowerPoint slides:** **162 - 180**

**Materials:**            **Developing a Nutrition Related Marketing / Promotional Plan Form**

### **Presentation:**

- 1) We have discussed involving other members of the program (school/child care) environment in your planning. Now we are going to develop a marketing campaign that is going to help you spread the news about your program and will help you to involve other key parties.
- 2) Evaluate your program benefits.
  - a) What is the value of the product you have to offer?
  - b) Have each person write down 5 values of their product.
  - c) Share these values.
  - d) Translate these into messages.
- 3) Think about what change you want to institute in your program OR think about a marketing activity you want to initiate.
- 4) Now establish a goal for what it is you want to do.
  - a) Get the school on board with nutrition environment (too broad).
  - b) Increase fiber consumption among students and faculty.
  - c) Decrease sugar consumption among students and faculty.
  - d) Increase fruit/vegetable consumption among students and faculty.
  - e) Decrease soda consumption among students and faculty.
- 5) Write the goal on the top of the Marketing/Promotional Plan document.
- 6) Who is the target audience for this project?
- 7) Write a description of the project.
- 8) Whose assistance is needed?
  - a) Principal?
  - b) Foodservice Director?
  - c) Business Manager?
  - d) Parents?
  - e) Students?
  - f) Student Council?
- 9) Tactics – what specific steps will you take to carry out the project. Brainstorm tactics.
- 10) What materials will you need?
- 11) What other resources?
- 12) What staff need to be involved?
- 13) When will you start/finish.
- 14) How will you evaluate the project?
- 15) Have participants share projects

**This session is followed by a 15 minute break.**

## **Making Every Bite Count**

**Topic:** Final Evaluations and Wrap Up

**Time:** 2:30 – 3:15

**Time Allotted:** 45 minutes

**PowerPoint Slides:** 181-182

**Materials:** Session 5 Evaluation Form  
Making Every Bite Count Evaluation Form

Discussion:

- 1) Distribute Session 5 Evaluation Form; ask attendees to complete.
- 2) Distribute Making Every Bite Count Evaluation Form; ask attendees to complete.
- 3) Solicit verbal input re: the course.
  - a) What did they like the best?
  - b) What did they like the least?
  - c) How should we change it for the future?
- 4) Wrap up with Being More Effective in Getting Results (PowerPoint Slides #181-182)